



<b>Total</b>	2	5	0	1	19	0	27
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<b>Major Job Category / Job Code / Joint Employee</b>	<b>African American Males</b>	<b>Hispanic Males</b>	<b>Native American Males</b>	<b>Asian/Pacific Males</b>	<b>White, Non-Hispanic Males</b>	<b>More Than One Race Males</b>	<b>Total</b>
Officials - 1000					1		1
Managers - 2000	1	3			3		7
Professionals - 3000		2			14		16
Technicians - 4000					6		6
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
<b>Total</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>30</b>

**Major Job Category /  
Job Code /  
Joint Employee**

**Persons with Disabilities**

Officials - 1000	
Managers - 2000	
Professionals - 3000	1
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-Skilled) - 5300	
Laborers (Unskilled) - 5400	
Service Workers - 5500	
<b>Total</b>	<b>1</b>



Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
<b>Total</b>	0	3	0	1	8	0	12

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000							0
Managers - 2000							0
Professionals - 3000		1			5		6
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
<b>Total</b>	0	1	0	0	5	0	6

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	
Managers - 2000	
Professionals - 3000	
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	

Craftspersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
<b>Total</b>	<input type="text" value="0"/>

#### 1.4 Part-Time Employment

Jump to question: [1.4](#) ▾

Of all the part-time employees listed in Question 1.3, how many worked less than 15 hours per week and how many worked 15 or more hours per week, but not full time?

Number working less than 15 hours per week

Number working 15 or more hours per week

#### 1.5 Full-Time Hiring

Jump to question: [1.5](#) ▾

Enter the number of full-time employees in each category hired during the fiscal year.  
(Do not include internal promotions, but do include employees who changed from part-time to full-time status during the fiscal year.)

No full-time employees were hired (check here if applicable)

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="6"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="9"/>

#### 1.6 Full-Time and Part-Time Job Openings

Jump to question: [1.6](#) ▾

Enter the total number of full-time and part-time openings that occurred during the fiscal year. Include both vacancies in previously filled positions and newly created positions. Include all positions that became available during the fiscal year, regardless of whether they were filled during the year. If a job opening was filled during the year, include it regardless of whether it was filled by an internal or an external candidate. Do not include as job openings any positions created through the promotion of an employee who stays in essentially the same job but has a different title (i.e. where there was no vacancy or newly created position to be filled). If no full-time or part-time job openings occurred, please enter zero.

Number of full-time and part-time job openings

25

### 1.7 Hiring Contractors

Jump to question: 1.7

During the fiscal year, did you hire independent contractors to provide any of the following services?

Check all that apply

- Underwriting solicitation related activities
- Direct Mail
- Telemarketing
- Other development activities
- Legal services
- Human Resource services
- Accounting/Payroll
- Computer operations
- Website design
- Website content
- Broadcasting engineering
- Engineering
- Program director activities
- None of the above

Comments

Question

Comment

No Comments for this section

### 2.1 Corporate Management

Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	1.00	\$ 176,119	5
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>	1.00	\$ 142,899	6
Chief Operations Officer - Joint		\$	

<u>Chief Financial Officer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="102,606"/>	<input type="text" value="8"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Digital Media Operations</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Digital Media Operations - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Please list the Other Job titles in this sub-category not listed above

## 2.2 Communication and Promotions

Jump to question: 2.2 ▾

<u>Publicity, Program Promotion Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Communication and Public Relations, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="97,864"/>	<input type="text" value="7"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Head of Audience</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Head of Audience - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Social Media Specialist / Manager</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Social Media Specialist / Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Please list the Other Job titles in this sub-category not listed above

## 2.3 Programming and Productions

Jump to question: 2.3 ▾

<u>Programming Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="94,337"/>	<input type="text" value="2"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text" value="2.00"/>	\$ <input type="text" value="55,284"/>	<input type="text" value="1"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Digital Content Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Content Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Digital Project Manager</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Digital Project Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Managing Director, Audience Engagement</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Managing Director, Audience Engagement - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Please list the Other Job titles in this sub-category not listed above

## 2.4 Development and Fundraising

Jump to question: 2.4 ▾

<a href="#">Development, Chief</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="147,013"/>	<input type="text" value="1"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Member Services, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Membership Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Major Giving Fundraising Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Major Giving Fundraising Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">On-Air Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Auction Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Please list the Other Job titles in this sub-category not listed above

## 2.5 Underwriting and Grant Solicitation

Jump to question: 2.5 ▾

<a href="#">Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Corporate Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Foundation Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Government Grants Solicitation, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>



Please list the Other Job titles in this sub-category not listed above

## 2.6 Broadcast Engineering and Information Technology

Jump to question: 2.6 ▾

<u>Operations and Engineering, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Engineering Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="98,893"/>	<input type="text" value="2"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="81,517"/>	<input type="text" value="1"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Facilities, Satellite and Tower Maintenance, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Technical Operations, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="84,995"/>	<input type="text" value="6"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Please list the Other Job titles in this sub-category not listed above

## 2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: 2.7 ▾

<u>News / Current Affairs Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="95,247"/>	<input type="text" value="2"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="56,296"/>	<input type="text" value="28"/>
Music Librarian/Programmer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text" value="6.00"/>	\$ <input type="text" value="80,913"/>	<input type="text" value="9"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="13.00"/>	\$ <input type="text" value="60,335"/>	<input type="text" value="3"/>

Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Please list the Other Job titles in this sub-category not listed above

### 2.8 Education and Community Engagement

Jump to question: 2.8 ▾

<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Section 2. Average Salary Totals</b>	<input type="text" value="32.00"/>	\$ <input type="text" value="1,374,318"/>	<input type="text" value="81"/>

Please list the Other Job titles in this sub-category not listed above

### Comments

**Question** **Comment**

No Comments for this section

### 3.1 Governing Board Method of Selection

Jump to question: 3.1 ▾

Enter the number of governing board members (including the chairperson and both voting and non-voting ex-officio members) who are selected by the following methods:

Ex-Officio (Automatic membership because of another office held)

Appointed by government legislative body (including school board) or other government official (e.g. governor)

Elected by community/membership

Other (please specify below)

Student board member.

Elected by board of directors itself (self-perpetuating body)

Total number of board members (Automatic total of the above)

### 3.2 Governing Board Members

Jump to question: [3.2](#) ▾

Please report the racial or ethnic group of the members of your governing board by gender. Please also report the number of governing board members with a disability.

For minority group identification, please refer to "Instructions and Definitions" in the Employment subsection.

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text"/>	<input type="text" value="6"/>
Male Board Members	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="8"/>

Number of Vacant Positions

Total Number of Board Members (Total should equal the total reported in Question 3.1.)

Number of Board Members with disabilities

#### Comments

Question	Comment
No Comments for this section	

### 4.1 Community Outreach Activities

Jump to question: [4.1](#) ▾

Did the grant recipient engage in any of the following community outreach services, and, if so, did the outreach activity have a specific, formal component designed to be of special service to either the educational community or minority and/or other diverse audiences?

Yes/No

Produce public service announcements?

Did the public service announcements have a specific, formal component designed to be of special service to the educational community?

Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? No ▾

Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Yes ▾

Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? Yes ▾

Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? No ▾

Produce/distribute informational materials based on local or national programming? Yes ▾

Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? No ▾

Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? No ▾

Host community events (e.g. benefit concerts, neighborhood festivals)? Yes ▾

Did the community events have a specific, formal component designed to be of special service to the educational community? No ▾

Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? No ▾

Provide locally created content for your own or another community-based computer network/web site? Yes ▾

Did the locally created web content have a specific, formal component designed to be of special service to the educational community? No ▾

Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? No ▾

Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)? Yes ▾

Did the partnership have a specific, formal component designed to be of special service to the educational community? No ▾

Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? No ▾

**Comments**

<b>Question</b>	<b>Comment</b>
No Comments for this section	

**5.1 Radio Programming and Production**

Jump to question: 5.1 ▾

Instructions and Definitions:

About how many original hours of station program production in each of the following categories did the grant recipient complete this year? (For purposes of this survey, programming intended for national distribution is defined as all programming distributed or offered for distribution to at least one station outside the grant recipients local market.)

<b>For National Distribution</b>	<b>For Local Distribution/All Other</b>	<b>Total</b>
----------------------------------	-----------------------------------------	--------------

Music (announcer in studio playing principally a sequence of musical recording)	<input type="text"/>	<input type="text" value="1,560"/>	<input type="text" value="1,560"/>
Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devote to artistic and/or cultural subject matter)	<input type="text"/>	<input type="text" value="22"/>	<input type="text" value="22"/>
News and Public Affairs (includes regular coverage of news events, such as that produced by a newsroom, and public issues-driven listener participation, interview and discussion programs)	<input type="text"/>	<input type="text" value="480"/>	<input type="text" value="480"/>
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="2,062"/>	<input type="text" value="2,062"/>

Out of all these hours of station production during the year for about how many was a minority ethnic or racial group member in principal charge of the production? (Minority ethnic or racial groups refer to: African-American, Hispanic, Native American and Asian American/ Pacific Islander.)

Approx Number of Original Program Hours

#### Comments

##### Question

##### Comment

No Comments for this section

### 6.1 Telling Public Radio's Story

Jump to question:

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2023. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. **This section had previously been optional. Response to this section of the SAS is now mandatory.**

**Joint licensee Grantees that have filed a 2023 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.**

1. Describe your overall goals and approach to address identified community issues, needs, and interests through your station's vital local services, such as multiplatform long and short-form content, digital and in-person engagement, education services, community information, partnership support, and other activities, and audiences you reached or new audiences you engaged.

In the past year, KJZZ sought out and reflected the needs of the community by providing news and information content on a wide variety of local topics. Our news team reported on breaking news events including the political issues at the state capitol, the death of Supreme Court Justice Sandra Day O'Connor; and the ups and downs of the water crisis in the Southwest. This was a series of long form stories and community conversation. We used community feedback throughout the "Q&AZ" project to create and disseminate long- and short-form content

that highlighted issues in metro Phoenix and the state. This content was generated from a listener-centric web platform. We proactively sought out new voices to continue to provide a broad range of ideas and viewpoints. Goals for the year included continued diversity of sources, and expanding our local and state content. We trained reporting staff to seek out new sources; we regularly researched and evaluated the abundance of new voices and use of new subject matter experts. We launched new podcasts and long-form reporting series. The podcasts included "Period, The End" a series on menopause, and the new Prickly podcast and e-newsletter that complements our newly enhanced KJZZ Politics Desk. We are already gearing up for the 2024 election season in Arizona and will follow state races, ballot initiatives and the federal elections. We also plan to continue our very successful Voter Guide. The Guide follows issues and candidates from the primary to the election.

2. Describe key initiatives and the variety of partners with whom you collaborated, including other public media outlets, community nonprofits, government agencies, educational institutions, the business community, teachers and parents, etc. This will illustrate the many ways you're connected across the community and engaged with other important organizations in the area.

KJZZ worked to build relationships with community groups this year. We worked closely with public media outlets; American Public Media, the BBC, WNYC and AZPM in Tucson to share content and broaden our services. We continue our content sharing partnership with KAWC in Yuma where KJZZ provides an hour-long local newsmagazine. We also continue our partnership with the CBC. KJZZ strengthened partnerships with several community partners. These partnerships included: -The Arizona Republic in community content sharing on political issues, editorial insights and commentary. -KJZZ continues its strong relationship with Arizona State University. We are training and developing new student journalists and producers through an enhanced internship program. We train and prepare interns to work in media careers every semester. The majority of our interns are students from the ASU Walter Cronkite School of Journalism. - KJZZ began a new relationship with Grand Canyon University. We shared local journalism needs and insights with professors at the newly forming journalism program. We also welcomed our first GCU intern who developed her skills by working with editors and reporters in the newsroom.

3. What impact did your key initiatives and partnerships have in your community? Describe any known measurable impact, such as increased awareness, learning or understanding about particular issues. Describe indicators of success, such as connecting people to needed resources or strengthening conversational ties across diverse neighborhoods. Did a partner see an increase in requests for related resources? Please include direct feedback from a partner(s) or from a person(s) served.

KJZZ provided significant local content and community information because of our commitment to serve our region. KJZZ continues its robust original programming that is generating a tremendous amount of local content. Along with our partners, we worked to provide more timely news and topical information. This information included political news and legislative coverage; health and aging coverage; water resource issues; and education news from K-12 to Higher Education; as well conversations about metro Phoenix designed to inform and educate KJZZ users. KJZZ engaged listeners and users on our digital platforms, and we offered in-depth news reporting and breaking news coverage from across the state. In 2023, our digital platform, KJZZ.org, saw more than 5.56 million page views. Over the past three years, KJZZ.org has continued to maintain much of the audience it attracted during the pandemic. By comparison, in the three years prior to 2020, KJZZ.org was averaging just under 3.5 million page views annually. While overall traffic was down about 10% year over year, we were up against an election year in 2022, in which we had robust election coverage and real-time elections results tools for the first time. We expect a similar bump in traffic during the 2024 election cycle.

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2023, and any plans you have made to meet the needs of these audiences during Fiscal Year 2024. If you regularly broadcast in a language other than English, please note the language broadcast.

KJZZ is embracing the needs of our community. We provide programming to a wide variety of listeners. For example, we offer a weekly minority hosted program. We have a new minority host for our critically important afternoon drive-time program. The national program, Snap Judgment, continues to be a strong program on our schedule. We have a diverse content staff including Asian American and Latino producers and Latino reporters/editors. We regularly broadcast documentaries that focus on minority issues. As part of an ongoing reporting project, our Fronteras Desk team continue their reporting on immigrants, refugees and the changing demographics in the Southwest. We are also the only local public radio station with an international bureau in Hermosillo, Mexico. KJZZ highlights these reports in our drive-time programs and in KJZZ Original Productions programs. KJZZ has committed a full-time staff person to our efforts to report on Native American/Indigenous communities throughout the state. This is for coverage of natural resource issues that affect Indigenous groups in both the urban and rural areas of the state. We hosted a related panel discussion in November, titled "Food, Water and the Future of Tribal Lands," featuring in-person panelists and audience members that was also live-streamed to be accessible to Indigenous communities throughout the state and region. We maximize our service in the community by using our HD2 broadcast stream to provide jazz music programming. As a community service, we provide jazz programming on our Jazz PHX service. This service is offered on KJZZ HD2 and on its own digital platform at jazz.kjzz.org. This service is also available through the KJZZ mobile app. In addition, we maintain a music events calendar with this service. This effort complements our main channel broadcasts of music and our sister station's HD audio stream which provides Latino programming and spoken

word programming for the visually impaired.

5. Please assess the impact that your CPB funding had on your ability to serve your community. What were you able to do with your grant that you wouldn't be able to do if you didn't receive it?

KJZZ is strategically engaging with community groups and content producers to provide unique programming. KJZZ is focused on our city and state as well as providing the very best national and international information. It is a balance of local, national, and global that makes KJZZ valuable to our audience. Simply put, CPB support makes this service possible. CPB funding makes possible in-depth news coverage; and it makes possible the commitment of resources to information gathering about our community that is critical to KJZZ. We have made local news and community issues the centerpiece of KJZZ coverage. Without CPB funding, KJZZ would not be able to produce unique community programming or make investments in news reporting. This news reporting is critical to exploring the issues of diverse community groups throughout the region and to revealing new voices.

Comments

**Question** **Comment**

No Comments for this section

**7.1 Journalists**

Jump to question: 7.1 v

This section builds on the Census of Journalists conducted by CPB in the summer of 2010. These positions are the primary professional full-time, part-time or contract contributors to local journalism at your organization. The individuals in these positions will have had training in the standards and practices of fact-based news origination, verification, production and presentation. These are generally accepted titles for these positions but may not match position descriptions at your organization exactly. Please do your best to account for each professional journalist in your organization. Please do not count student or volunteer journalists.

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	
News Director	1			1					
Assistant News Director	1				1				
Managing Editor	0				0				
Senior Editor	3			1	2				
Editor									
Executive Producer	1				1				
Senior Producer	1				1				
Producer	1	6		4	3		2		
Associate Producer									
Reporter/Producer									
Host/Reporter	1			1	0	0			

Reporter	13			5	8		4		
Beat Reporter									
Anchor/Reporter									
Anchor/Host	5			3	2	1			
Videographer									
Video Editor									
Other positions not already accounted for									
<b>Total</b>	27	6	0	15	18	1	6	0	

Comments

**Question** **Comment**

No Comments for this section

**8.1 Which Content Management System (CMS) is your station using?**

Jump to question: 8.1

CMS is a platform that facilitates creating, editing, organizing, publishing web and mobile content.

Check all that apply

- Grove
- Bento
- WordPress
- Drupal
- None
- Other

**8.2 Which Customer Relationship Management (CRM) System is your station using?**

Jump to question: 8.2

CRM is a platform for planning and tracking direct marketing and fundraising programs and lead campaigns; managing and tracking communications with prospective and current donors/members; and serves as a database for storing user, donor and/or member data to build profiles.

Check all that apply

- CDP



- Salesforce
- Blackbaud
- Carl Bloom
- Roi Solutions
- Adobe
- Allegiance
- None
- Other

**8.3 Which Email Service Provider (ESP) is your station using?**

Jump to question: 8.3 ▾

ESP is a platform that provides services and templates for developing, launching, tracking email campaigns and email marketing activities.

**Check all that apply**

- Mailchimp
- Constant Contact
- GoDaddy
- SendGrid
- None
- Other

**8.4 Which Marketing Automation Platform is your station using?**

Jump to question: 8.4 ▾

Marketing Automation Platform is a platform to automate marketing actions or tasks, streamline marketing workflows, and measure the outcomes of marketing campaigns. These tools provide a central marketing database for all marketing information and interactions, create segmented, personalized, and timely marketing experiences for donors and members. They also provide automation features across multiple aspects of marketing including email, social media, lead generation, direct mail, digital advertising, and more.

**Check all that apply**

- Mailchimp Marketing Platform
- Hubspot Marketing Hub
- Adobe

None

Other

Comments

**Question**

**Comment**

No Comments for this section

**9.1 Did your station have the capability to relay CAP messages from IPAWS in FY{{FY}}?**

Jump to question:

Yes

No

If no, why not?

**9.2 How many CAP messages did your station release in FY{{FY}}? (Available from CAP log from your encoder(s))**

Jump to question:

**9.3 Is your station compliant with the new FCC rules for EAS encoder systems that went into effect December 12, {{FY}}? <https://www.fcc.gov/fcc-sets-dates-improved-emergency-alert-system-messages>**

Jump to question:

Yes

No

If no, why not?

**9.4 Please describe your internal policy and threshold for pass-through of EAS messages, including how your system checks for CAP-compliant alerts.**

Jump to question:

The system polls IPAWS servers every 30 seconds to check for CAP-compliant alerts. The Sage EnDec then uses a set of filters to determine if a received message should be forwarded or not. If the message is determined to be one that should be forwarded, it is then automatically forwarded as an EAS message.

**9.5 Please describe the relationship between your station and local emergency management agency.**

Jump to question:

KJZZ is the LP-2 station for Maricopa County, Arizona. We work directly with local EMAs to ensure tests and alerts are disseminated in a timely manner. Also, our Chief Engineer proof-reads and offers suggestions on the annual RMT schedule which is released by Maricopa County Emergency Management and the Arizona SECC.

**9.6 Are you currently able to measure the number of individuals with Access and Functional Needs\* (AFN) in your broadcast coverage area?**

Jump to question: 9.6 ▾

Yes

No

If Yes Please list the source(s) from which you obtain data on the AFN individuals in your coverage area:

**9.7 Are you currently able to reach the AFN community in your coverage area with your emergency alerting broadcast technology(ies)? (Yes -- we can reach most AFN individuals; Somewhat -- we can reach some AFN individuals but not all; No -- we are unable to reach AFN individuals; Unsure -- we do not have enough data to know)**

Jump to question: 9.7 ▾

Yes

No

Somewhat

Unsure

(Optional) What barriers are preventing you from better reaching your AFN communities with emergency alerts?

We have no way to measure this.

**9.8 For each transmitter, please list the make, model, current firmware version, location (specify studio, transmitter site, or other location), and internet connectivity of your EAS equipment. If you have more transmitters to add, please press the TAB button while on the last row.**

Jump to question: 9.8 ▾

	Call letters	Location	Model	Firmware Version	Make	Connected
1	KJZZ	Phoenix, AZ	Digital Endec	96-00	Sage	Yes
2						
3						
4						
5						
6						
7						
8						
9						

10					
11					
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33					
34					
35					
36					
37					
38					

39	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
40	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
42	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
43	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
44	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
45	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
46	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
47	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
48	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
49	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
50	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments

**Question**

**Comment**

No Comments for this section